

Winter 2016

Concurrent Disorders PROGRAM

**Faculty of Community and Urban Studies**

 **Field Placement Manual**



##### CONCURRENT DISORDERS PROGRAM

###### *SCHOOL OF HUMAN SERVICES*

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Acknowledgements

**ACKNOWLEDGEMENTS**

Those of us who teach in the School of Human Services, Mohawk College of Applied Arts & Technology, would like to take this opportunity to thank our community partners for the opportunities provided to our students in their professional development though field placements.

Field placements allow our students the opportunity to practice and apply the learning they receive in the classroom. Field placements “bring the classroom learning to life.” The Concurrent Disorders faculty acknowledge the very important role that our field placements play in training and preparing our students. Therefore, we would like to recognize the commitment, energy and work that field placement supervisors demonstrate. Your contribution to the students is invaluable in their personal and professional journeys.

The Concurrent Disorders Program at Mohawk College provides support both to our students and agencies to ensure that students have the best learning opportunity and that agencies will also benefit from the experience. We challenge our students to use their field placement experience to stretch themselves and to learn as much as possible about themselves, their agency and those they serve.

“Practice and teaching go hand in hand. One cannot teach what is not practiced; one cannot practice what cannot be taught” (Horejsi, C. & Garthwait, C. 2002, p.15).

Program Dates

**MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

###### CONCURRENT DISORDERS PROGRAM

**PROGRAM “DATES” FOR *WINTER SEMESTER***

|  |  |
| --- | --- |
| **Semester Begins** | Monday January 11,2016 |
| Classes begin | Tuesday, January 12, 2016 |
| **Family Day College is Closed** | Monday February 15, 2016 |
| **Winter Break** | Monday February 29-Friday March 4, 2016 |
| Field Placement start date  | Monday, March 7, 2016 |
| Good Friday College is closed | Friday March 25, 2016 |
| **Last Field Placement Seminar**  | Monday April 11, 2016 |
| **Field Placement end date** | Friday, April 22, 2016 |
| **Submission of Evaluation** | Monday, April 18, 2016 |

General Program Information

* Introduction
* Relationship between Classroom and Field
* Program Learning Outcomes
* Program of Studies
* Program Curriculum

**INTRODUCTION**

The field practicum is a vital component of our Concurrent Disorders Program at Mohawk College. Mohawk College Concurrent Disorders students are required to complete one field placement in the second 7 weeks of their second semester, following the successful completion of coursework.

Fieldwork in a human service organization provides an opportunity for students to integrate theory with practice. Through experiential teaching and learning, the student develops the ability to apply knowledge to practice situations, to develop competence in practice skills, to consistently model best practices, to enhance their personal and professional strengths and capacities, and to work effectively within the community/service system.

This manual is intended to provide basic information and guidance to field placement supervisors, and students. This information will be supplemented by the Faculty Seminar Instructor throughout the duration of the placement in the agency.

## RELATIONSHIP BETWEEN CLASSROOM AND FIELD

The Concurrent Disorders Program uses a block field placement format, which offers many advantages. One of these is maximal concentration of time in the field for client engagement. In addition, their course work will be completed prior to starting the placement and the placement serves both as the opportunity to practice what has been learned as well as a culmination of classroom learning. The student should apply knowledge acquired from the classroom to the field placement agency. It is important that the student is able to demonstrate the ability to apply concepts and skills learned in the classroom to specific agency situations. The supervisor should encourage this learning and expect that the student will be able to put into practice those concepts taught in the classroom. The student should expect that in addition to putting concepts taught in the classroom into practice, they will be asked to discuss this learning both with their supervisor and in their Field Placement Seminar. A copy of the Program of Studies can be found elsewhere in this manual.

## AREAS OF DEMONSTRATED COMPETENCE REQUIRED

Students are expected to develop competency in the areas noted below. These goals represent minimum performance standards in order to graduate with a diploma from the Concurrent Disorders Program. It is anticipated that students will acquire knowledge and experience relevant to some of these goals while participating in field practicum. It is not expected that the student will be exposed to all areas of practice required during a single field placement, however classroom curriculum and field experience augment and support each other. As a result of the interaction between the two, it is anticipated that students will acquire this broad base of knowledge and skills.

## CONCURRENT DISORDERS PROGRAM: PROGRAM LEARNING OUTCOMES

##

**On successful completion of the program, learners will have reliably demonstrated the ability to:**

1. Demonstrate the ability to identify clients who have concurrent mental health and addiction disorders.
2. Formulate an integrated, customized plan for treatment of concurrent disorders, in collaboration with the client and other professionals, based on a non-biased, client-centred philosophy.
3. Demonstrate knowledge of the pharmacological agents used to treat mental health issues, their effects, side effects, and interactions with other substances (ie. alcohol, illegal substances) that may affect the client’s well-being.
4. Monitor client outcomes to determine success of treatment or need for additional interventions.
5. Initiate strategies, **based on available research, trends,** to promote client advocacy and community education in regard to concurrent disorders.
6. Integrate relevant policies, best practices and legislation into the scope of practice as it relates to the concurrent disorders field.
7. Establish a plan for professional development in regard to the field of concurrent disorders.
8. Perform ongoing self-assessment and utilize self-care strategies to enhance professional competence.
9. Assist those persons involved in the daily life of an individual with mental health and/or alcohol and /or drug problems in understanding their own related difficulties and developing self-care strategies.
10. Demonstrate effective communication with client, family and internal/external professionals based on a recognized case management model.
11. Demonstrate competencies regarding the application of safety practices and critical incident management.

**CONCURRENT DISORDERS PROGRAM**

###### PROGRAM OF STUDIES

**Semester 1**

|  |  |  |
| --- | --- | --- |
| **CODE**  | **COURSE NAME** | **HRS.**  |
| COUN 10003 | Develop of Counselling Skills | 4 |
| HLTH 10152 | Fostering Healthy Lifestyles | 2 |
| HLTH 10153 | Pharmacology for Concurrent Disorders | 3 |
| HMNS 10050 | Concurrent Disorders | 4 |
| HMNS 10094 | Concurrent Disorders, Issues & Ethics | 3 |
| SAFE 10085 | Critical Incident & Safety Management | 3 |

**Semester 2**

|  |  |  |
| --- | --- | --- |
| **CODE**  | **COURSE NAME** | **HRS.**  |
| COMM 10131 | Research, Reports & Proposals | 3 |
| CRED 10081 | Field Placement Seminar  | 2 |
| HMNS 10052 | CD Treatment and Models | 5 |
| HMNS 10053 | Supporting Families Living with CD | 2 |
| HMNS 10054 | Relapse Prevention & Harm Reduction | 3 |
| CRED 10088 | Field Placement Preparation | 2 |
| WORK 10113 | Field Placement | 28 |

Concurrent Disorders

Program Expectations

* Field Placement Objectives and Goals
* Promotional Policy
* Student Goals and Learning Plans
* Student Code of Conduct

## FIELD PLACEMENT OBJECTIVES AND GOALS

### WORK 10113, FIELD PLACEMENT

1. The student is expected to gain knowledge and an understanding of the role, duties and responsibilities of agency personnel.
2. The field placement should assist the student to recognize his/her suitability for this type of work. This includes being comfortable with clients and interacting with agency staff and professionals from other disciplines.
3. The student is expected to show increasing self-awareness and a willingness to experience personal change. This should be observable in behaviour and attitudes.
4. The student is expected to demonstrate an increased level of knowledge, adaptability, professionalism, and interpersonal skills through interactions with clients and other workers.
5. The student is expected to develop the ability to apply theoretical knowledge in the practical situation.
6. The student shall show attitudes and behaviour consistent with professional expectations.
7. The student is expected to maintain professional helping relationships which adhere to legal and best practice standards.
8. The student is expected to assess the needs and resources of individuals and families, and assist them to achieve their goals and meet their needs.
9. The student is expected to implement effective plans of treatment.
10. The student is expected to provide appropriate access to resources in order to assist individuals, families, groups and the community.

**PROMOTION POLICY**

|  |
| --- |
| **AC700 - POLICY TITLE: Program Promotion and Graduation** |
| Mohawk College is committed to a consistent, equitable and transparent process that facilitates students’ progression through their chosen Program of Studies to graduation. College policies and procedures related to progression and promotion have been developed in accordance with the Mohawk commitment to excellence and the requirements of the Ministry of Training, Colleges and Universities. |

|  |
| --- |
| **Pass Level** |
| Effective Fall 2009, a **minimum passing grade of 50%** applies for all courses offered at the College. |
| **Advancement from One Semester to the Next** |
| **Promotion with Good Standing:** Students will be allowed to progress from one semester to the next with attainment of a minimum Weighted GPA greater than or equal to 60% (semester promotion grade) with no failures. Course registration is subject to course prerequisites.  |
| **Promotion with Advice:** This situation applies to students who achieve a Weighted GPA greater than or equal to 50%, with no more than one failure. Provided that prerequisites are met, students in this situation may continue into the next term, but are strongly encouraged to seek academic advice from a Program Coordinator, Student Success Advisor and/or Counselor to help them enhance their academic performance. Students need to recognize that one failure has the potential to compromise progression from one semester to the next, and successive occurrences may prohibit the student from achieving graduation status within the timelines prescribed by the POS. Students in this category who have identified with Disability Services and have a Confidential Academic Accommodation Plan are strongly encouraged to meet with their Disability Services Case Manager. |
| **Probation:** Students who achieve a Weighted GPA greater than or equal to 50% with more than one failure will not be promoted. These students may be allowed to progress to the next term with special authorizationthrough the mandatory academic advisement process. Students in this category must meet with a Program Coordinator or Student Success Advisor to discuss their academic future. Referral to a Counselor may follow, if appropriate. Students in this category who have identified with Disability Services and have a Confidential Academic Accommodation Plan must meet with their Disability Services Case Manager. |
| **Compulsory Withdrawal:** Students with a Weighted GPA less than 50 will be required to leave the program. It is strongly recommended that students in this situation seek advisement to explore opportunities for continuing study at the College |
| **Withdrawal due to Professional Misconduct** |
| A student may be asked to withdraw under the following circumstances:* Professional misconduct
* A behavior that leads to the implementation of the Student Behaviour Policy – Mohawk College. It outlines a range of disciplinary sanctions that can be imposed depending on the severity and pattern of the behaviour in question
 |
| **Requirements for Graduation** |
| An overall minimum weighted GPA of 60% is required to graduate. Where courses have been repeated, the highest course mark will be used in the calculation. Exceptions to these graduation requirements require the approval of the Grading and Promotion Standards Committee. |

**GRADING SYSTEM**

The passing grade is 50%. Course grades will be assigned by the faculty member. Final grades will be given to the student. It is the student’s sole responsibility to obtain their results.

**STUDENT RIGHTS & RESPONSIBILITIES**

Students can appeal their final mark. Students cannot appeal an interim grade.

**STUDENT GOALS AND LEARNING PLAN**

Students are expected to develop vocational competencies and complete the tasks assigned by the supervisor. Supervisors are asked to assist the student in setting specific tasks and activities appropriate to the field placement setting. Students originally design goals for their own learning in three (3) areas:

1. Personal development

2. Skill (2)

3. Knowledge base

However, some goals **may not correspond with the field placement site** and must be reshaped to suit the features of the agency. All student goals should be: observable, measurable and attainable. The supervisor should obtain a copy of the student’s goals at the time of the initial interview. This Learning Plan will be brought to the Supervisor for completion during supervision (e.g. supporting activities, assessment, etc.). The Learning Plan becomes the contract between supervisor and student and provides shape and direction to the work the student is to accomplish while at the field placement.

**MOHAWK COLLEGE**

**School of Human Services**

**Concurrent Disorders Program**

## STUDENT CODE OF CONDUCT

**PREAMBLE**

Mohawk College has several policies, which are made available to all new and returning students in the “On Track” handbook. In addition to this, the Concurrent Disorders Program requires all students to adhere to the following Student Code of Conduct specifically relating to human service work.

As students in this program you are preparing to work in the human service industry. This means that you will be expected to participate in field placement in a variety of settings and agencies with individuals who are in need of assistance, and many are in a vulnerable position in society. In some cases you will be seen as a role model interacting with clients, consumers, agency staff and the community. Faculty and staff have the right to expect sound ethical behaviour that is becoming of a human service professional and adheres to field placement agency standards.

**STUDENT CODE OF CONDUCT**

1) Socially Expected Behaviour:

1. Engaging in behaviour that would increase confidence in one’s ability to care for others or be an effective change agent
2. Accepting feedback from others and be willing to change behaviour if required
3. Maintaining an appropriate standard of dress and personal hygiene
4. Demonstrating respect and professionalism for all faculty, staff and students by not engaging in any aggressive, threatening and/or aversion behaviour (swearing, yelling, physical and verbal outbursts, etc.)
5. Being drug and/or alcohol free while engaging in classroom and/or any program related activities

2) Positive and Effective Interpersonal Skills:

* 1. Using self-disclosure appropriately
	2. Actively listening and showing interest in others
	3. Demonstrating a positive regard for others
	4. Demonstrating empathy
	5. Constructively attempting to resolve conflicts with others
	6. Demonstrating consistency in verbal and non-verbal communication
	7. Demonstrating the ability to work with others
	8. Respecting the rights of others
	9. Remaining confidential at all times
	10. Demonstrating sensitivity and consideration of others

3) Commitment, Reliability and Integrity As A Human Service Student:

* 1. Attending required classes and other scheduled learning activities
	2. Being punctual
	3. Meeting stated and expected deadlines
	4. Maintaining confidentiality
	5. Demonstrating honesty in academics and in dealing with faculty and students
	6. Seeking assistance when necessary
	7. Attending appointments designated by faculty
	8. Following College’s policies and procedures

Roles and Responsibilities

* The Student
* The Agency
* The Supervisor
* The Faculty Seminar Instructor

## STUDENT

## ROLES AND RESPONSIBILITIES

***In the field placement setting, the student must take responsibility for his/her own learning in order to ensure that the objectives for fieldwork are met.***

**The student is expected to:**

1. Report to the agency at times specified by the agency and field placement supervisor (*see ‘Absences’ under Additional Policies and Procedures for more information).*
2. Complete the required number of hours of fieldwork to the mutual satisfaction of the agency Supervisor and Faculty Seminar Instructor **by the end of the semester**.
3. Advise the agency Field Placement Supervisor and Faculty Seminar Instructor of illness, tardiness or material change in circumstances that may affect performance at placement.
4. Act responsibly as a representative of the field placement organization and abide by all agency policies and procedures.
5. Ensure that they meet the requirements of the agency and have acquired the appropriate clearances to demonstrate this before the date placement is to start. This may include but is not limited to a police clearance.
6. Act in accordance with the Student Code of Conduct, Concurrent Disorders Program and observe all other Mohawk College and Program policies.
7. Develop, in consultation with the Field Placement Supervisor and the Faculty Seminar Instructor, a detailed Learning Plan that addresses the student’s personal learning objectives, the requirements of the Concurrent Disorders Program for the specified field placement course as well as the expectations of the field placement agency.
8. Invite feedback from the Supervisor and others regarding his/her performance and to be open to learning by considering and acting on feedback.
9. Be prepared to discuss personal values, feelings and attitudes which relate to development as a helping professional.
10. Participate in regular weekly meetings with the Supervisor for the duration of the placement. It is expected that the student will prepare thoughtfully for this supervision session in order to utilize the consultation time effectively.
11. Review progress through meetings with the Faculty Seminar Instructor, and Field Placement Supervisor as well as attend discretionary placement visits arranged and attended by the Field Placement Specialist and supervisor.
12. Complete a Field Placement Progress Report Form with the Field Placement Supervisor at the end of the semester.
13. Inform the Field Placement Supervisor and the Faculty Seminar Instructor, in a timely manner, of any difficulties or concerns about field placement and work collaboratively towards a resolution.
14. Regularly attend and participate fully in weekly Field Placement Seminar classes at Mohawk College.
15. Complete all seminar requirements- See Learning Plan for CRED- 10081.
16. Complete weekly signed activity records and submit weekly by the due date assigned.
17. Attend the agreed upon placement and not contact other placements for the purpose of developing a new placement without the prior approval of the Field Placement Coordinator.

**Seminar**

All students in the field are also required to attend weekly seminar classes – arriving on time, prepared to participate fully. Students who miss **two seminar classes in a given semester will meet with their Faculty Seminar Instructor and be put on a Success Contract. The Field Placement Co-ordinator will receive a copy of this and the student may be required to withdraw from field placement if more absences occur** (unless a student has an Accommodation Plan that specifically highlights absences).

##  WEEKLY ACTIVITY RECORDS

Weekly Activity Records are a requirement of the Concurrent Disorders Program. Every student is required to submit a Weekly Activity Record to the Faculty Seminar Instructor every week, no later than the beginning of the Field Placement Seminar. **Failure to submit Weekly Activity Records weekly by the beginning of seminar class will result in a verbal warning. The next occurrence will result in an immediate suspension from field placement attendance.**

Names and details of consumers are not to be used, but rather details of the student’s own learning are presented. The student is also asked to identify and reflect upon the most important learning experience of the day. These documents are a record of what happens at placement as well as a way for students to let their Faculty Seminar Instructor know of any issues and/or concerns. To encourage open and honest reflection, records are confidential between the student and the Faculty Seminar Instructor. Student records will be graded on their effort, insight and their ability to apply knowledge from the classroom into field practice.

These records must be presented in a manner that adheres to professional record keeping expectations (e.g. legible, grammatically correct, complete, etc). Records not submitted in this fashion will be penalized and returned for correction and resubmission.

**Falsification of Weekly Activity Records (e.g. number of hours completed, activities engaged in, etc.) is seen as unethical professional behaviour and the Mohawk College Academic Dishonesty Policy (see On Trak) will be implemented. Academic dishonesty may result in the student receiving a failing grade in their Field Placement and Seminar class.**

**AGENCY**

**ROLES AND RESPONSIBILITIES**

**The Field Placement Agency is expected to:**

1. Develop a detailed description of the proposed student placement that can be utilized by the Concurrent Disorders Program to inform and match students appropriately.
2. Clearly inform potential students of agency requirements such as health and/or police clearances.
3. Select and designate a qualified Field Placement Supervisor for the duration of the placement (a minimum of one year experience in the current position and a human service or health sciences diploma or equivalent diploma/degree).
4. Provide an atmosphere which will be optimally supportive of the supervisor-student relationship and compatible with other responsibilities of the agency supervisor. This includes planning for a **minimum of one hour per week of supervision** **time** between the supervisor and the student.
5. Provide facilities for the student to carry out placement tasks and responsibilities as appropriate (i.e. desk, phone, access to computer, clerical assistance and privacy).
6. Reimburse the student for approved expenses incurred in the course of placement duties according to agency policy (e.g. mileage, parking, supplies, etc).
7. Integrate the student as a learning member of the staff team and to permit access to case files, documents, board meetings, minutes etc. that can substantially enhance the student field experience.
8. Permit the student to share non-identifying information from the organization with the Faculty Seminar Instructor and other Concurrent Disorders students for learning purposes only. The student is required to ensure and maintain confidentiality and to confine discussion to the classroom.
9. Agree that in no circumstances shall students dispense over the counter medications, prescription medications or drugs regardless of the training provided by the agency. Failure to comply with these requirements may result in damages for which you agree to be legally liable. *(See ‘Personal Safety’ under Supports for more information).*
10. Provide the student with the appropriate training to complete their assigned duties safely (e.g. attendant care, transferring of clients, etc.). **Students should not ever be asked to complete duties that may put them at risk without first providing them with the appropriate training.**

**SUPERVISOR**

**ROLES AND RESPONSIBILITIES**

**The Field Placement Supervisor is expected to:**

1. **Participate in the selection of the field placement student by interviewing students** for each position and determine which student is the most suitable.
2. Provide the student with an **orientation** to the agency, including the agency’s historical development, mission, range of services, operating procedures, policies, eligibility requirements, administrative structure and linkages to other services.
3. Review the expectations of **attendance** and procedure for reporting absences *(see ‘Absences’ under Additional Policies and Procedures for more information)*.
4. Establish with the student, in conjunction with the college, a detailed **Learning Plan** with specified objectives, enabling tasks, activities and timeframes.
5. Provide a variety of **meaningful direct service tasks** that give the student an opportunity to apply and integrate theoretical knowledge.
6. Provide **a regular one hour per week supervision time** to the student and **continuous feedback** as to the student’s performance, strengths, areas needing improvement, human service values, etc.
7. **Have support available** for students at all times and clearly outline to the student the procedure for a student to follow if they feel unsafe in any way. Support may be provided by actually being present with the student or by the supervisor or another responsible person from the agency being within ear shot or easily available by phone. This may require that an agency cell phone be given to the student if the student is doing out of office visits. In all cases, the student should not knowingly be placed in a high risk situation.
8. **Facilitate linkages** for the student with other staff members, programs and services as appropriate.
9. Have the discretion to **participate** in one agency visitation per 200 hours with the Field Placement Specialist.
10. Complete a written **Progress Report**, using the Progress Report format provided by the College, at the end of the placement. The Progress Report should be done **jointly with the student** to maximize the learning potential of this feedback tool. The student and supervisor will read and sign the final Progress Report form before it is submitted to the College.
11. Ensure that the person completing the Progress Report has had **direct contact** with the student throughout the placement period. If there is a change in supervision, please inform the Faculty Seminar Instructor and the Field Placement Specialist as soon as possible.
12. Complete a written Progress Report **if a student is terminated** from a placement before completion. An exit interview must also be completed so that the student can learn from this experience and so that the college can support the student in their further learning.

## FACULTY SEMINAR INSTRUCTOR

**ROLES AND RESPONSIBILITIES**

***The Faculty Seminar Instructor provides support to both the student and supervisor and is the main contact person for both.***

**The Faculty Seminar Instructor will:**

1. Facilitate a weekly two hour seminar class to enhance the students’ learning in the field. Attendance at this seminar class is mandatory for all students *(see ‘Seminar’ under Supports for more information).*
2. Inform students and supervisors (usually through the student) how best to contact them and to make themselves available during normal placement hours (i.e. by email and/or phone).
3. Provide additional support as needed for both student and supervisor. This support may take the form of phone calls or email.
4. Discuss with students the policies and procedures of Mohawk College that pertain to Field Placement seminar and ensure that these are followed. The Faculty Seminar Instructor will put students on a Success Contract if they miss two or more seminar classes and if they are not adhering to polices and/or procedures and forward a copy of this contract to the Field Placement Coordinator or Field Placement Specialist.
5. Assign the final mark to the student based on feedback from the field (Progress Report, visits, etc.) and work done in the seminar.
6. Ensure that students, in conjunction with their supervisors, have completed an appropriate Learning Plan to direct their learning.

Evaluation

* Grading
* Incomplete Grades

## EVALUATION

**GRADING**

The grade the student receives is determined by the supervisor and college field placement staff. The following Evaluation instruments are used to determine the grade:

1. Written Reports by the Field Supervisor

2. Reports on field visits by the Field Placement Specialist

3. Weekly Activity Records

4. Student consultation with faculty, as appropriate

Field Placement Supervisors are required to complete a Progress Report at the end of the semester. This report is to be completed by the supervisor with the student in order to enhance the student’s learning.

The student will be given a blank copy of the appropriate Progress Report (in hard copy or electronic format) to be forwarded to their supervisor.

If the student is asked to leave the field placement and is assigned an unsuccessful grade, the Field Placement Specialist will request that the Field Placement Supervisor complete the appropriate Progress Report, clearly outlining the student’s performance and reason for termination. This allows College faculty to work in partnership with the student to identify and analyse specific concerns.

##

## INCOMPLETE GRADES

An Incomplete Grade is given to any student who is unable to complete their hours in their field placement or when the College does not receive the Field Progress Report in time to submit a final grade. Once the hours are completed or the Progress Report has been received, the Incomplete is changed to a numerical grade.

Incomplete grades given for hours not completed by the end of the semester will be granted only under special circumstances (e.g. Accommodation Plans, agency strikes, etc.) that have been approved in advance by the Field Placement Co-ordinator. Please be aware that **students will receive a failing grade** in their field placement if they do not complete their hours on time.

Setting up the Field Placement

* The Student
* The Agency

**SETTING UP THE FIELD PLACEMENT**

**THE STUDENT**

All students will be asked to arrange an interview with placement agencies after approval by the Field Placement Coordinator. Before approval is given, the student must demonstrate their readiness for the field by completing tasks as assigned in the Field Placement Seminar (Preparation Modules). In all cases it is the student’s responsibility to demonstrate their readiness.

Students will be expected to research each agency before attending an interview there. The agency must be contacted in a professional and timely manner in order to set up the interview. It is the student’s responsibility to demonstrate professionalism and readiness for the field during the interview. The student is expected to come to the interview with an up to date **resume**, **references**, and a copy of their **goals** for this potential placement. The student must also ensure that they know what requirements must be met before placement can start (i.e. medical, police clearance) and that these are met before actually starting the placement.

After having completed the interview, the student is free to accept an offer. The student must also notify the Field Placement Specialist of the confirmation of offer by the date determined by the Coordinator.

If after completing an interview, the student is not accepted by an agency, the student will meet with the Field Placement Coordinator and Field Placement Specialist to determine a plan of action. If the student was not accepted at any agency because of their lack of professionalism or readiness (e.g. misses an interview with an agency supervisor, does not follow directions, does not submit goal sheets, resume, etc.), the College is under no obligation to arrange or allow any further placement opportunities for that student in that semester. In this case, the Field Placement Coordinator may determine that additional work is required before the student will be allowed to continue into the field, which may mean that the student will not be entering the field until the next time Field Placement (WORK 10113) is offered. In all circumstances it is the student’s responsibility to demonstrate their readiness.

## SETTING UP THE FIELD PLACEMENT

**THE AGENCY**

The Mohawk College Concurrent Disorders Program Worker selection process is designed so that both the agency and the student take responsibility for creating the best match. This process allows the agency some choice as to which student they take on without being inundated with requests for placements. Once an agreed upon selection has been made, the student is not permitted to negotiate any alternate placements unless approved by the Field Placement Co-ordinator. Students are expected to attend and remain with the agency, organization or institution agreed upon for the duration of the placement.

Your agency will be contacted by the Field Placement Specialist several months before placements start to ask you how many students you will be able to offer a placement to as well as a description of your agency and the placement position. Once this is received and once a student has completed the necessary requirements, they may contact you for the interview.

Once approved, students are expected to call or email the contact person to set up an interview. It is their responsibility to come to the interview well prepared bringing a resume, references and a goal sheet with them. Agencies are asked to interview the students as if they were applying for a job in order to ascertain their suitability to the field placement. Agencies may not always end up with the student of their choice but should still get a student whom they have interviewed and feel comfortable offering the placement opportunity to. The agency is always at liberty to not offer a placement position to any of the students interviewed. The College may ask for feedback about any student who is not chosen so that the student can use this as a learning opportunity.

All students are asked to prepare themselves by looking at their goals for learning and then researching appropriate agencies. The student is asked to look at not only his/her interests but also areas requiring improvement in terms of professional development or experience.

Supports Available

* Faculty Seminar Instructors
* Seminar
* Field Placement Specialist
* Placement Visits
* Procedure for Progressive Discipline
* Students with Disabilities

**SUPPORTS AVAILABLE**

**FACULTY SEMINAR INSTRUCTORS**

Every student on placement has a Faculty Seminar Instructor from the college. This person provides academic supervision during the students’ weekly seminar class. They integrate theory into clinical practice by leading the class in applying concepts and skills learned in specific agency situations.

**SEMINAR**

To supplement the learning that students do in the field, every student meets in a small group for two hours each week to share their field experiences. This provides support and affirmation as well as challenging the student. Names and details of consumers are not used but rather specific details of what the student is learning/observing and thinking are discussed. The Field Placement Seminar is an essential component of Field Placement experience. Faculty Seminar Instructors facilitate these groups and support students in their learning experiences and the transfer of theory to practice. Students who miss **two or more seminar classes will meet with their Faculty Seminar Instructor and be put on a Success Contract. The Field Placement Co-ordinator will receive a copy of this and the student may be required to withdraw from field placement if more absences occur** (unless a student has an Accommodation Plan that specifically highlights absences).

Students are expected to actively participate within the seminar group discussions.

## FIELD PLACEMENT SPECIALIST

Field Placement Supervisors should feel free to contact the Field Placement Specialist at their convenience should they have any questions about practicum requirements, protocols, learning outcomes, Evaluation, tools, etc. The Field Placement Specialist acts as first contact to both the student and the Supervisor who have questions or concerns.

The Field Placement Specialist will be available for contact from supervisors, faculty and students. Their main form of support will be administrative; helping to set up placements and providing accurate information to all parties regarding program policies and procedures. They will be available to respond promptly to inquiries and address problems or concerns, while directing sensitive issues accordingly to the Faculty in a prompt and effective manner. The Field Placement Specialist will arrange and attend one agency visit in WORK 10113. The meeting will consist of reviewing program information pertinent to the agency roles and responsibilities, student progress and filling in a student review to be brought back to the Faculty Seminar Instructor.

##

## PLACEMENT FIELD VISITS

The Field Placement Specialist will arrange and attend **one visit**- around the third week of the placement. It is expected that the student prepare for these visits in the following manner:

1. The student is prepared to **lead the meeting** and subsequent discussions
2. Is prepared to **orient** the Field Placement Specialist to the agency (e.g. mandates, population, funding sources, etc.)
3. Has a copy of their **Learning Plan** available for review for each person and is prepared to discuss progress within the field setting
4. Is prepared to discuss any **concerns or questions** they may have relating to the field – roles, responsibilities, supervision, etc.
5. Is prepared to ask for and respond to **direct feedback** from their supervisor on their performance

##

## PROCEDURE FOR PROGRESSIVE DISCIPLINE

Placements offer many learning opportunities and many challenges to students. Whenever there are concerns about the student’s performance (e.g. absences, lateness, not completing duties as assigned, etc), the following protocol should be followed:

**Level One:**

Throughout the placement experience, the Field Placement Supervisor and/or Faculty Seminar Instructor should provide ongoing, constructive feedback as to a student’s performance when they have concerns (e.g. absences, lateness, not completing duties as assigned, etc). The College feels that students have the right to be informed of placement-related concerns and be provided with the chance to improve and succeed within a placement setting. This is to be an informal process where the student and supervisor meet to discuss current issues and plan to support growth and success **during weekly supervision**. The College encourages Field Placement Supervisors to keep notes in order to monitor the student’s performance.

**Level Two:**

If a concern(s) persists after it has been identified and the student has been provided with the opportunity and support required to progress and/or develop new skills, the supervisor is encouraged to contact and set a meeting with the **Field Placement Specialist and student** as soon as possible. The student must be involved in all meetings pertaining to their performance in the field. The Field Placement Specialist may at this point suggest that the student be placed on a Success Contract. The areas for improvement will be defined behaviourally, in a positive manner (e.g. the student will arrive on time each morning by 9am, instead of, the student will not be late), and a meeting for review/ongoing Progress Report will be established. The Field Placement Coordinator can provide a format for the Contract.

The Success Contract will be signed by the student, the Field Placement Specialist and/or the Field Placement Coordinator and a copy will be given to each person.

**Level Three:**

If the student does not execute the learning as outlined in the Contract, then he/she may be asked to leave the field placement and assigned an unsuccessful grade for the field (WORK 10113). In this case, the Field Placement Specialist and/or Field Placement Coordinator will request that the Field Placement Supervisor complete the appropriate Progress Report, clearly outlining the student’s performance.

##

## SUPPORTING STUDENTS WITH DISABILITIES IN FIELD PLACEMENT

Mohawk College is committed to equal opportunity for students with disabilities. The College provides fair and equal access to educational services, programs and facilities and acknowledges the unique requirements of individuals with disabilities. Field placement is the experiential extension of the academic curriculum of the Concurrent Disorders Program.

Students are expected to meet program requirements with the assistance of accommodations if necessary. Accommodations are “special arrangements made so that persons with disabilities can fully participate” (Ontario Human Rights Code). They are put in place to support optimum learning opportunities for students with disabilities.

Accommodations are provided to minimize the impact of the student’s disability and include the following three principles:

* 1. **Respect for Dignity** – Accommodations in the learning environment/workplace should respect the dignity of each student and embrace qualities of physical and psychological integrity and empowerment.
	2. **Individualized Accommodation** – Each student’s needs are unique and accommodations will be based on the individual student’s needs.
	3. **Inclusion and Full Participation** – Each student has a right to accommodations that promote their inclusion and full-participation within the field placement experience.

Field placement agencies and supervisors can expect the College to take an active role in ensuring that accommodations are developed and implemented to support the transition to the placement setting.

**The student has a responsibility to advise the College and the placement when there is a need for accommodation**. Accommodations may be requested in order to carry out placement responsibilities safely and effectively. It is expected that students participate in discussing and implementing agreed upon accommodations in consultation with the field placement supervisor, Co-ordinator, Faculty Seminar Instructor and Disability Services staff.

The student has the right **not to disclose** a disability, but under these circumstances loses the right to special accommodation.

Together, the College and the field placement setting can facilitate opportunities for students with disabilities within the Concurrent Disorders Program.

Safety

* Police Clearance
* Medical Clearance
* Personal Safety
* Insurance
* Accident Reporting Procedure
* Protocol for Exposure to Blood Borne Diseases
* Bed Bug Protocol for Field Placement Settings

## POLICE CLEARANCE

Many agencies require police clearance prior to acceptance to a field placement. It is the agency’s responsibility to ensure that the student knows what is required. It is the student’s responsibility to ensure that they meet these requirements.

A student who has been convicted of an offence under the Criminal Code, for which they have not been pardoned, cannot be guaranteed a Field Placement and/or graduation. However, the Field Placement Specialist will attempt to work with the student to find an appropriate placement. Any student who has a concern about this is asked to discuss this with the Field Placement Specialist. Any costs associated with the police clearance process are the responsibility of the student. A police clearance may take from 4-6 weeks to secure and in many cases students will not be allowed to start their placement prior to receiving it.

**MEDICAL CLEARANCE**

Many agencies require Medical Clearances and/or have specific medical requirements. It is the agency’s responsibility to ensure that the student knows any requirements. It is the student’s responsibility to ensure that these requirements are met. Students are also encouraged to assess their own personal risk in deciding what immunizations to get, whether or not these are required by the agency.

**PERSONAL SAFETY**

This document is designed to inform you of the potential risks associated with the field practicums, which are required for graduation. It is the College’s belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

1. An important aspect of professional practice is *having awareness of the limits* of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your agency supervisor.

2. ***Client Office Visits****.* Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your practicum to be informed of agency policy and recommended courses of action should such an event occur.

3. ***Agency Settings****.* Some agencies serve a client population whose behaviour may be unpredictable. It is important that you learn strategies for handling clients whose behaviour becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor. It is acceptable to have your supervisor or another staff person accompany you when visiting such clients.

4.  ***Home Visits.*** It is not uncommon for students in a variety of human service settings, to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your agency supervisor--time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit alone when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor. *Do not take risks*. Know who to call or what steps to take if you should experience a vehicle breakdown.

5. ***Meetings After Hours****.* Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighbourhood where such activities take place, note street lighting, open spaces, shrubs and other growth that might impair vision. It is suggested that you always be accompanied by your supervisor or someone else when going to your car after dark. *Do not take risks.*

6. ***Hepatitis B Vaccine***. It is recommended that you get this vaccination. This involves a series of three injections over a six-month period. The second injection is given one month following the first, with the third injection coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection by the time you enter the field. This series of immunizations can be administered by the College Health Centre. (Please refer to appendix).

7. ***Students Using Their Own Vehicles***for agency business while on field placement – including transportation of client(s). In order for students to use their own vehicles for agency business while on field placement it is recommended that students should:

1. have minimum one million dollars liability car insurance coverage that includes “occasional transportation of passengers” in the policy;
2. have a letter from their insurance company confirming the insurance coverage and that the insurance is still in force and will be throughout the field placement, that may be shown to interested parties;
3. **If a student is to drive an agency vehicle they must ensure that they are covered and named on the agency’s insurance policy as a designated driver of that agency’s vehicles.**
4. ***Activities of Personal Care & Physical Restraints.*** We recommend strongly that students in the field do not complete activities of personal care (e.g. toileting, transfers, etc.) or physically restrain a client without prior training and certification from the current placement agency. Check with your Faculty Seminar Instructor if you have questions.
5. ***Students shall not dispense over-the-counter or prescription medications.***

## INSURANCE COVERAGE

Policies are in place between the Ministry of Education and Training and the Workplace Safety Insurance Board to provide insurance coverage to all learners on unpaid field placement with an Employer who is covered under the Workers’ Compensation Act, at no cost to the agency. The Ministry of Education and training also provides accident insurance coverage under a private policy, to learners on unpaid field placement with employers not covered by the Workers’ Compensation Act.

Each agency will have on file with the College, a letter acknowledging the College’s insurance coverage; it is to be completed by an agency person with signing authority and returned to the College. School of Human Service database administrators maintain these letters of acknowledgement and may request updated letters periodically *(see Appendices for more information and example forms).* If a student makes a WSIB claim for an accident that occurred at placement, agency staff will be asked to complete documentation for this individual student.

**ACCIDENT REPORTING PROCEDURE**

The following procedure is to be followed should a student sustain an injury or occupational exposure while on field placement that requires the following:

1. The student requires medical attention
2. Involves an injury that may lead to further complications, and/or
3. Involves lost time from placement that must be made up at a later date

The student has a responsibility to:

1. Contact their supervisor and college Field Placement Specialist as soon as possible
2. Report the incident to Medical Services, Campus Health Clinic as soon as possible
3. Ensure the field placement site completes an Accident/Incident Report and that it is submitted to **Medical Services**, Campus Health Clinic within 48 hours of the incident. A copy of this Accident/Incident report must also be submitted to the Field Placement Specialist who will notify the Field Placement Coordinator.
* **Please note: The Accident/Incident report completed may be from the field placement site or the Accident /Incident report available from the Health Clinic *(see Appendices for a sample report).***

The Accident/Incident report should also include the following additional information:

* Student’s address, phone number, date of birth, student number
* College campus
* Placement name, address, phone number and agency contact (eg. Supervisor) with signing authority
* Please also indicate if you work at a part time job

#

# MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

## PROTOCOL FOR EXPOSURE TO BLOOD BORNE DISEASES

**PROCEDURE FOR NOTIFICATION FOR STUDENT AND INSTRUCTOR**

**(Please carry with you on all field placements)**

**DEFINITION:** Where staff or students have been exposed to the blood or body fluids of patients through injury from a contaminated needle or other sharp objects, or from a splash onto a mucous membrane or non-intact skin, or from a human bite or scratch that breaks the skin.

**It is important to proceed with this procedure on the day of exposure. You may need to receive Hepatitis B Immune Globulin within 48 to 72 hours.**

**STUDENT MUST:**

1. Allow any wound to bleed freely, then wash with soap and water.
2. Notify supervisor in area of placement.
3. Notify instructor.
4. Complete an accident/incident report and report to the Occupational/Employee Health Nurse or Emergency Room.
5. Follow up on blood screening results as directed by the Occupational/Employee Health Nurse or Emergency Room.

**MOHAWK COLLEGE INSTRUCTOR MUST ENSURE:**

1. The supervisor in area of placement has been notified.
2. The student has reported to the Occupational/Employee Health Nurse.
3. A copy of the accident report is sent to the Mohawk College Medical Services Nurse.

**IF AN OCCUPATIONAL OR EMPLOYEE HEALTH NURSE IS NOT AVAILABLE:**

Go to the Emergency Room of the hospital involved or alternative ER if the service does not exist at the placement location.

**Bed Bug Protocol for Field Practicum Settings:**

Bed bugs are a fact of life in our community and therefore, in the agencies and institutions that we frequent. The Public Health Department of the City of Hamilton recommends the Integrated Pest Management model developed by the Bed Bug Action Group, of which they are a part. It is a strategic plan that includes education, prevention, identification and treatment. There is no model that guarantees the elimination of bed bugs, or that students won’t come in to contact with them, but the use of this model will be helpful to reduce the spread of bed bugs.

There is a strong possibility that practicum agencies have developed a bed bug protocol, and it is the student’s responsibility to familiarize themselves with the agency protocol on bed bugs. While bed bugs are a nuisance, their presence at an agency does not constitute a reason for terminating a placement at that agency. If a student is committed to working in the Human Services field, they will very likely be exposed to bed bugs.

It is recognized by the Human Services Department that the treatment of bed bugs carried home by students, poses financial risk given students are not assessed for this kind of contingency in their student assistance assessments. For agencies that do not have a bed bug protocol, and to assist students in minimizing their risk, the Human Services Dept has selected and adapted relevant sections of the” Integrated Pest Management” protocol pertaining to bed bugs. [n.d., Public Health Service, City of Hamilton]. Informing themselves about bed bugs, and following these recommendations will help to minimize risk for both students and the clients they serve in practicum settings.

For information on identifying, searching for and treating bed bugs, please consult the following website:

<http://bedbugsinfo.ca>.

**Quick Facts on Bed Bugs:**

* They are a nuisance but have not transmitted diseases to humans
* They can run quickly, but do not jump or fly
* They may be seen unaided by magnification
* They can travel through a building
* They can be transported through bags or luggage
* They tend to come out at night, but may be visible during the day if infestation is in a non-residential setting.
* They like to hide in dark places such as behind headboards, baseboards, in mattress seams, and between mattresses and box springs. They have been found in electrical outlets, television remote controllers, tears in wallpaper, cracks in plaster…

**Students participating in practicum placements should use the following recommended practices:**

1. Review the protocol of both the agency setting and Mohawk College’s Human Services Dept at the beginning of placement.
2. Report any sightings, disclosures of sightings of bed bugs at the agency as well as sightings of bed bugs at the student’s home. All communication about bed bugs should be respectful, done in a manner that upholds the dignity of all involved, and should be done only with the goal of managing an outbreak. All communication should be done in a non-blaming manner.
3. When entering any client’s home, take the following precautions:
	1. Avoid sitting on sofas, beds or any item that is upholstered.
	2. If sitting in client’s home, sit on a plastic or metal chair. Wooden furniture is fine, but plastic or metal are more difficult for bed bugs to navigate.
	3. Stand in the middle of a room such as a living room, or kitchen.
	4. Avoid leaning against walls, doors or appliances.
	5. Take items that you only need for the home visit (ie. Not your whole briefcase). Everything else should stay at the office or in your vehicle.
	6. Avoid putting belongings on upholstered furniture or carpeted floors.
	7. If you cannot avoid taking your coat in to the home, keep it with you and avoid placing it on upholstered furniture.
	8. Avoid wearing clothing that may drag on the floor (ie. Long skirts) or pants with cuffs.
	9. Tuck pant bottoms into socks.
	10. If the home visit is expected to be long, have a change of clothes in a sealed back to change into once back at the office. Put the clothing worn to the visit in the sealed bag and wash it in hot water immediately upon arriving home.
	11. Conduct a “self-inspection” [see below]
4. When leaving any client home, or area known to be infested with bed bugs, conduct the following elements of “self-assessment”(Note: complete self-inspection prior to entering vehicle if there is a known infestation):
	1. Look at all clothing and belongings paying special attention to the inside and outside of shoes, lace holes, socks, the legs of pants and sleeves of shirts, as well as legs and arms.
	2. Remove clothing in an uncluttered area that can be easily cleaned. Remove the clothing by turning it inside out, to trap any potential bugs.
	3. After removing possibly infested clothing, place it in a dissolvable laundry bag (if possible) and wash the clothing in the hottest possible setting for a full cycle. If it is not washable in a machine, put it in a dryer using the highest heating for 45 minutes to an hour. Check the lint trap after use.
	4. Take a shower.
	5. If a bed bug is found during self-inspection, kill it, collect it to confirm its identity and notify your supervisor.
5. When entering a home where bed bugs are found or known to be infested:
	1. In addition to the above recommendations, the student will be supplied with such personal protective clothing as surgical shoe covers, and disposable gloves. *It is not recommended for students to conduct bed bug searches at agencies without proper training, and training in use of PPE. Students should not be involved in the use of pesticides.*
	2. Leave the premises immediately upon sighting a bed bug. Put any PPE in a sealable bag and discard in an outside garbage.

*Adapted from:Bed Bug Action Group(n.d.). Integrated Pest Management (IPM) in the Workplace – Bed Bugs. Hamilton, ON.*

Additional Policies and Procedures

* Absences
* Student
* Field Placement
* Seminar
* Agency/Supervisor
* College Closure
* Hours: Standard Hours & Exceptions to These in Field Placement
* Conflict of Interest
* Conflict of Interest

**ABSENCES**

**STUDENT**

**FIELD PLACEMENT**

Regular attendance and punctuality at field placement is expected. Any hours missed from field placement due to illness and/or any other reasons, must be made up as soon as possible.

If the student misses **more than two days in a semester**, the student will be required to meet with their Field Placement Specialist to discuss this issue and be placed on a Success Contract. Continued absences may result in the student being withdrawn from the field placement.

If the student is absent from field placement the following steps must be taken:

1. The student is expected to **directly contact his/her supervisor** or a designate and **report the absence.** This must be done prior to or immediately at the start of a shift. Students are advised to discuss agency policy regarding absences/illnesses with their supervisor at the beginning of their placement to clarify expectations.
2. The student is also required to **contact their Field Placement Specialist** to inform him/her of any absences immediately after contacting the supervisor and **prior to the normal start time of the placement.**

**Note: Failure to follow this procedure will result in the student being placed on a Success Contract. If the Success Contract is not adhered to, the student will be removed from the field and may receive a failing grade in WORK 10113.**

Accommodation Plans from Disability Services at Mohawk College will be taken into careful consideration and the student should meet in advance with the Field Placement Co-ordinator to discuss and plan for any challenges they may experience in attending field placement on a regular basis.

Attendance demonstrates the student’s commitment to human services professionalism and the consumers we serve.

**SEMINAR**

The Field Placement Seminar is an essential component of Field Placement experience. Students who miss **two seminar classes in a given semester will meet with their Faculty Seminar Instructor and be put on a Success Contract. The Field Placement Co-ordinator will receive a copy of this and the student may be required to withdraw from Field Placement if more absences occur** (unless a student has an Accommodation Plan that specifically highlights absences).

**ABSENCES**

**AGENCY/SUPERVISOR**

Students are expected to be at placement on all regularly scheduled and agreed upon times. Students are expected to follow the agency policy re notifying the agency if they are unable to attend placement. Please review with the student as soon as possible what the agency policies are and ensure that the student has the name, number etc. of the person to call if they are unexpectedly unable to attend placement. Mohawk College Concurrent Disorders policy states that the student must notify both the agency and their Field Placement Specialist before the normal start time. Please notify the Field Placement Specialist if you have concerns about a student’s absences or if a student has continual (more than two days) absences.

**COLLEGE CLOSURES**

All expected college closures are listed in the front of the manual under Program Dates.

If the college is closed for unexpected reasons (e.g. snow day) the student will be expected to attend placement if the agency is open and it is safe for the student to attend. Students are expected to use their own discretion in deciding what is safe for them, but must understand that they must follow agency and Concurrent Disorders program policy on reporting absences and must make up any missed hours.

**HOURS: STANDARD HOURS AND EXCEPTIONS TO THESE IN FIELD PLACEMENT**

Concurrent Disorders students have Monday, Tuesday, Wednesday, Thursday and Friday as their placement days, as well as attend their seminar class on Monday or Friday. Students may be required to work shifts (e.g. 8 - 4 pm, 4 - 12 am), depending on the needs of the placement. It is expected that students will be flexible to **shift work hours** as many agencies operate on a twenty-four hour basis. Occasionally agencies request that the student attend on alternate days of the week. Students who wish to complete field placement activities at periods outside the regular field placement days must negotiate in advance with their Agency Supervisor and Field Placement Specialist.

Students are expected to be at placement during all regularly scheduled hours and only receive credit for actual hours on placement. If both the agency and the college are closed due to a statutory holiday or other reason, the student will accumulate hours. Students are governed in principle, by the Employment Standard Act (ESA) with regard to placement hours on a Statutory Holiday. For the winter semester of 2015, the following days will affect Mohawk College Fennell Concurrent Disorder program students:

Good Friday – Friday March 25, 2016

If an agency is closed on a **Statutory Holiday** the student will accrue the hours normally collected (e.g. 7.5 hours) and will be required to submit a Weekly Activity Record indicating the hourly accrual and the Statutory Holiday for the Faculty Seminar Instructor’s records.

If the agency is open on a **Statutory Holiday**, the student should attend placement as requested by the placement supervisor understanding that some agencies still provide client care. However the student has now earned a substitute day off that they may take at another time with the agreement of their supervisor to replace the public holiday. This substitute day will also require that the student submit a Weekly Activity Record to the Field Placement Specialist indicating that they are using a substitute day.

Students follow the agency’s direction regarding the taking of a lunch. If staff at the agency are considered working during the lunch break and are paid for this time, students who are also considered working during the lunch break can accrue this time. Direction should be taken from the supervisor. Documentation in the Weekly Activity Record should reflect this activity. If staff at the agency are not paid for their lunch, students will also take their lunch and will not accrue this time.

If **the college is closed but the agency is open**, the student will generally be expected to attend placement. The exception to this is during **study break**, when students are not expected to be at placement, but may attend with the approval of both their supervisor and their Field Placement Specialist and/or Placement Coordinator. If the student desires or is requested by their supervisor to work different hours, it must be approved by their Field Placement Specialist. **Any student requiring a modification of placement hours or duties due to a disability is required to get an Accommodation Plan from Disability Services that clearly states this need** *(see ‘Students with Disabilities’ under Supports for more information).*

**CONFLICT OF INTEREST**

**Conflict of interest** arises when an employee with a formal responsibility in an organization also has a relationship with a student which may jeopardize his or her professional judgement and objectivity due to personal interests.

Therefore, a student cannot receive, either directly or indirectly, supervision from a family member if that family member has formal responsibilities in the organization. A student can only be placed in an organization employing a student’s relative if the relative of the student is not contributing to the evaluation of the student, either directly or indirectly, and specific permission was given by the Field Placement Co-ordinator.

 A student will not be permitted to do their field placement at an agency if that student has been a consumer of services of the organization within the past year (12 months)

**Employment at the Practicum Agency:** Generally students may not complete a practicum at an agency from which they have been employed or volunteered; either full time or part time during the past year. This includes working or volunteering at a future placement agency during the summer. Exceptions may be made to this if a student can demonstrate a good reason. The agency will also need to demonstrate that supervision will be given by a different person and that there will be additional learning at the placement. Any exception must be approved by the Placement Coordinator.

Students also **may not work** at their field placement agency while completing the field placement course (including holidays, weekends, etc.). If an agency wishes to hire a student for employment during this time period, it must be at an alternative site/location and the supervisor cannot be the field placement supervisor..

Appendices

* Student Learning Plan
* Placement Confirmation Form
* Field Placement Agreement
* Activity Record

**Mohawk College – Concurrent Disorders Program - Student Goal Plan**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Placement Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. Personal Goal:**

* 1. Objective
	2. Learning Activity/Strategies
	3. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?

2. **Skill Goal # 1:**

1. Objective
2. Learning Activity/Strategies
3. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?

3. **Skill Goal # 2:**

* 1. Objective
	2. Learning Activity/Strategies
	3. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?

**4. Knowledge base Goal:**

1. Objective
2. Learning Activity/Strategies
3. Outcome Evaluation Measures – how will the goal be demonstrated once it is achieved?

Signature of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Faculty Seminar Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Feedback received or other items discussed with Field Supervisor or designate:



**Placement Confirmation Form – Full Time**

This Placement Confirmation form should be filled out by both the student and the field placement supervisor. Both parties must have a copy of this completed form for their records; student to upload completed form to dropbox.

***Failure to submit this form by midnight of your first day of placement may result in a suspension of the placement****.*

|  |
| --- |
| Part A: Completed by the placement student |
| Student Full Name |  |
| Student Number |  |
| Address |  |
| Email Address- Personal and Mohawk: |  |
| Phone Number |  |
| Practicum course you are currently registered in |  |
| As a Concurrent Disorders Program student completing an unpaid work placement you are covered under the Workplace Safety and Insurance Board (WSIB) coverage provided via the Ministry of Training, Colleges, and Universities. In the event of injury or disease while on placement you are required to report to the training agency representative (FPS) and complete a *Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form.* Any injury which requires reporting may result on personal student information being disclosed to the MTCU. For more information regarding this process, or if the assigned agency will utilize private insurance (ACE-INA), visit: <http://www.tcu.gov.on.ca/pepg/publications/placement.html>. You may contact anita.okeeffe@mohawkcollege.ca for assistance. Sign this form in acknowledgement of the insurance coverage available to you:Student Signature: Date Signed: |
| Part B: Completed by the Placement Supervisor |
| Agency Name |  |
| Address (#, Street, City) |  |
| Supervisor Name and Title |  |
| Supervisor Phone and ext.  |  |
| Placement Days per week:  |  |
| Expected shift times: |  |
| WSIB Process: Training Agencies are required to have a declaration signed by the student indicating that s/he understands that s/he has WSIB coverage while on unpaid work placements (this completed document will suffice). Placement Employers (the field placement agency) are no longer required to fill out the Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form in order to secure WSIB coverage. All WSIB procedures must be followed in the event of injury/disease. Training Agencies will keep a signed original of the placement letter on file and ensure that Placement Employers have a copy (this completed document will suffice). For more information regarding the new WSIB guidelines and procedures, or if your agency is not required to have WSIB coverage (rare), and will utilize private insurance (e.g. ACE-INA) visit: <http://www.tcu.gov.on.ca/pepg/publications/placement.html>Please sign this *Placement Confirmation Form* in acknowledgement of the WSIB procedures, and approval of the placement schedule indicated above:Supervisor Signature: Date Signed:  |
| Part C: Completed by Mohawk Staff  |
| Mohawk FPS and initial contact: | Anita O’Keeffe E: anita.okeeffe@mohawkcollege.ca P: 905-575-1212 ext. 3573 |

**FIELD PLACEMENT AGREEMENT**

**1. ACKNOWLEDGEMENT:** The candidate acknowledges that they have received, read, and understood and agree to the contents of the *Student Field Placement Manual* for the field placement in which they are registered for. The candidate agrees to comply, at all times, with the philosophy, practices, procedures and rules described in this document.

**2. STUDENT CONDUCT:** The candidate is familiar with, and agrees to act in accordance with, the *Student Code of Conduct* policy and other relevant Mohawk College policies. The candidate also agrees that while on field placement, they will comply with the rules, regulations and practices of the associate agency. The candidate will follow the role description provided and understands they are not to assume full responsibility of any tasks which are the obligation of a fully trained and qualified professional l.

**3. PLACEMENT SELECTION:** The Field Placement Specialist will initialize contact with the field placement site. Once approved, student candidates should arrange a meeting with the site and those who will oversee their progress to review expectations and timelines. While candidates will have opportunities to request preferred sites and locations, these selections are not guaranteed. Over the course of placement(s) candidates are required to gain experience in multiple areas and disciplines – in some cases, varied placements are a requirement to graduate. Candidates should refer to specific program manuals for details.

**4. SCREENING/CLEARANCE:** The candidate is aware that medical screening, police clearance or other pre-requisites may be required to begin a field placement. Student candidates can acquire a letter from Mohawk College requesting Vulnerable Sector Screening to obtain such clearance at a reduced cost, but are encouraged to do so well in advance. Candidates should refer to specific program manuals for details.

**5. CONFIDENTIALITY:** The candidate understands that field placement agencies are required to comply with the regulations of the Freedom of Information and Protection of Privacy Act (FIPPA). The candidate therefore agrees to safeguard the confidentiality of personal information of children, staff, clients, and programs which they may acquire or be subject to during a field placement. No identification of specific persons shall be used in oral communication or written assignments associated with field placement assessment and evaluation. Candidates understand that failure to respect these privacies and maintain confidentiality could result in unsuccessful completion of the practicum and/or the program. No photography or electronic recording is permitted in the placement setting unless expressly permitted or agreed to in writing by the placement supervisor. Any student found in violation of this agreement may be removed from placement and will be sanctioned under Mohawk College “Student Behavior Policy,” up to and including termination.

**6. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY:** The candidate understands that Mohawk College is also required to comply with the Freedom of Information and Protection of Privacy Act (FIPPA), which limits access to personal information, including educational history, without disclosure. The candidate understands that this agreement hereby authorizes Mohawk College to release their personal information to field placement agencies or prospective employers if requested to secure a practicum opportunity.

**7. RELEASE:** In consideration for services provided to the candidate by Mohawk College, and in particular relating to activities in field placement experiences, the candidate releases and agrees to indemnify Mohawk College from any and all claims which they may have, or may hereafter have, against the College for damages resulting from personal injury, losses or expenses of any kind, including damages to property arising out of, or in any way related to, their instruction as a student of the College, except for damages caused by the negligence of the College. In particular, the candidate agrees they are fully aware of the potential risks involved in field placements and thereby releases Mohawk College and its governors, officers, employees, agents and representatives from any liability. This release shall be binding upon the candidate and his/her heirs, executors and administrators. 8

**8. WSIB INFORMATION AND DECLARATION OF UNDERSTANDING:** Ontario students are eligible for Workplace Safety Insurance Board (WSIB) coverage while on unpaid work placements as required by their program of study. MTCU also provides private insurance to students should their unpaid placement required by their program of study take place with an employer who is not covered under the *Workplace Safety and Insurance Act*.

I have read and understand that WSIB or private insurance coverage will be provided through the Ministry of Training, College s and Universities while I am on unpaid work placements as arranged by the university as a requirement of my program of study.

**I acknowledge that I fully understand the nature and terms of this agreement, and that I have been afforded an opportunity to obtain independent legal advice with respect to its details and confirm that I execute it freely, voluntarily and without duress.**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONCURRENT DISORDERS PROGRAM**  **Activities Record**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Shift** | **Hours** | **Activities** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Hours Week** |  |
| **Total Placement Hours** |  |

**Supervising Staff Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Staff Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**